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Guide for Training Recruits

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Bureau of Naval Personnel
Training

GUIDE for TRAINING RECRUITS

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STANDARDS and CURRICULUM DIVISION
INSTRUCTOR TRAINING SECTION

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INTRODUCTION

This manual is addressed to company commanders and others engaged in training recruits.

Your job is one of the important jobs in the Navy. Your task is to change civilians into seamen in the short period of a few weeks. It is one of the world's great construction jobs—building Navy men.

Your job carries with it vast responsibility. Recruits will become good seamen or poor seamen because of you. You receive the raw product—you alone turn out the finished product. It is good or bad, depending on you.

When the recruit comes to you he knows little if anything about the Navy. You represent the Navy to him. You will teach him all he will know about the Navy when he goes out to his first assignment.

Unless your work is done well, the present recruit will have extreme difficulty in ever becoming an effective Navy man. Your job is BASIC!

WHO ARE THE RECRUITS?

Yesterday's Civilians

Today's recruits were yesterday's civilians. They still think as civilians, and in many cases, react like civilians, even though they are in uniform.

Most of them were not volunteers for Navy service. Formerly the Navy received only men who wanted a sea career, who wanted to train for the various activities afloat. Today the situation is different. Most of the men entering the Navy are coming in because of the war emergency, and expect to leave as soon as their services are no longer required.

Varied Backgrounds

The recruit varies in age from 16 to the upper 30's.

Due to the universality of selective service, men with widely separated types of home backgrounds are in the Navy. Many are married and have families, others are just out of school. They come from all sections of the country with the various provincial backgrounds of those sections. Some have individual incomes, others must conserve every penny of their pay to meet expenses at home.

Educational opportunities have not been the same. A few men have had only a meager elementary school education. On the other hand, there are some who are college graduates with professional backgrounds.

Some of the recruits possess mechanical ability and can work with their hands. Others have never developed such ability.

Varied Types of Men

Recruit Training Centers, since they receive a cross-section of American manhood, have every type of man that we might find in the country. There are the *capable* and *adaptable* men who can do any job. They



Men you are going to train. A representative sampling of raw recruits. They range in age from 18 to 31. Their education runs from fifth grade through college. Each is different and should be handled accordingly.

Recruits at the Receiving Unit await clothing issue for their first night.





The capable man.



The sheltered man.



Bewildered!

will help to hold any company of recruits together and can perform whatever tasks you assign to them.

There will be many *average* men who can be taught to do a satisfactory job. They will have some manual ability and will be willing to work. They will form the backbone of the company.

There will be a few *goldbricks*. They appear in all walks of life. They will be the chronic loafers—the men who are always trying to get out of their just share of work.

There will also be a few *wise guys*. They will know all the answers and all the angles. They will help others to avoid work. They will find methods of beating the rules.

A comparatively small group with whom you will have difficulty, will be made up of the *sheltered individuals*. They have never had any hardships; they have usually come into the service from *sedentary* occupations; they don't understand the meaning of hard work and of a rugged life.

Finally, there are some selectees who are in the Navy because they couldn't avoid it. They didn't want to come. Most of them however will respond to effective teaching.

Attitude

In spite of their backgrounds and in spite of the types of men they are, the recruits, on the whole, are usually in earnest and willing to do a job. However, during the early days of training, bewilderment and confusion characterize them. This is a new life, a new type of work, with new requirements and responsibilities.

WHAT ARE YOU TRAINING THEM TO DO?

General Character

Recruit Training, in the short period of a few weeks, must change the civilian into a Navy man capable of serving his country on the seas. The time is short. Every minute must count.

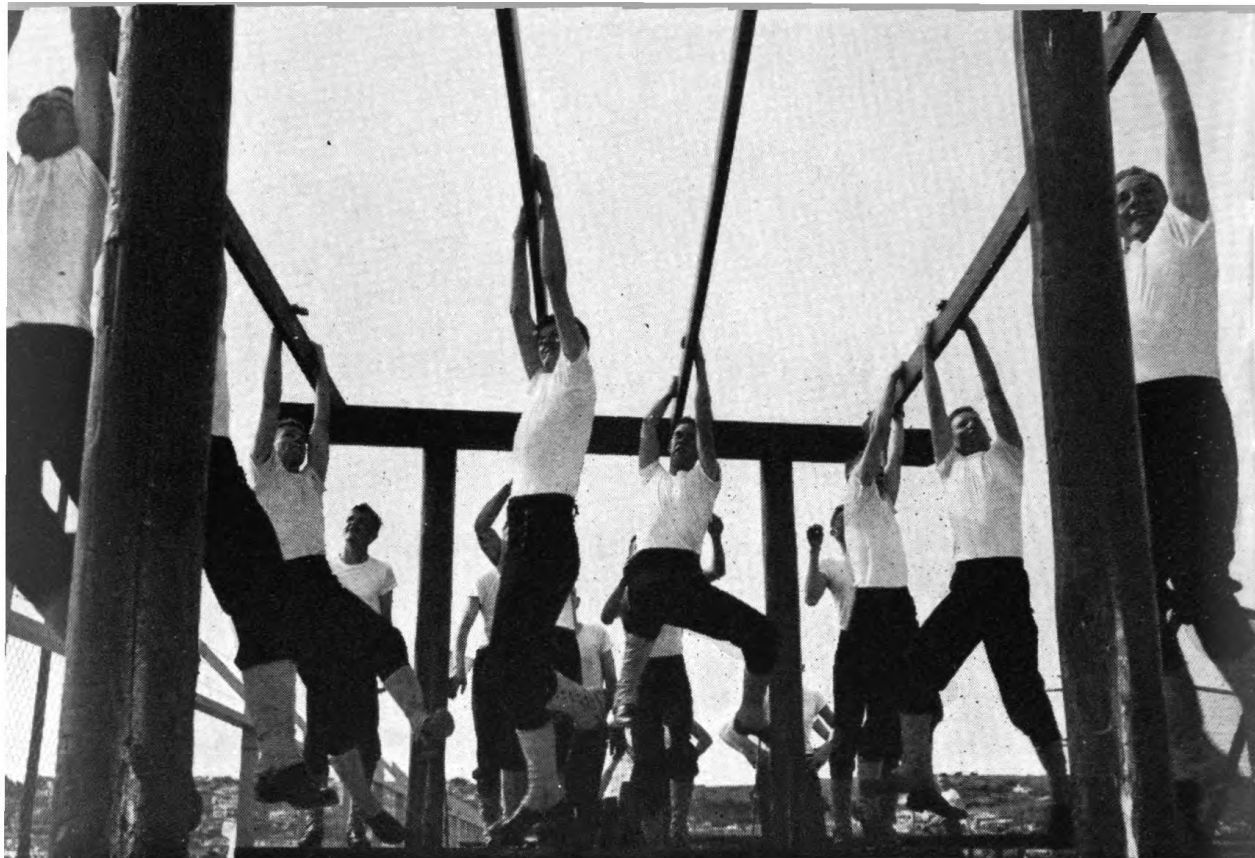
The training of recruits is general in character. It has to be general because the recruits will go into a wide variety of programs. Some will go immediately to sea while others will be selected for service schools. Still others will be assigned for a short time to shore stations. The needs of the Navy and the ability of the men will determine where they go. Recruit Training cannot point toward any specific next job. It must give basic work that will fit the men for any of these assignments. The modern Navy requires high specialization of men with a foundation of common fundamentals. Recruit Training must provide this broad general foundation.

OBJECTIVES

To Make Fighting Men

The first major objective of Recruit Training is to make fighting men out of civilians—to make them like and respect the Navy—to condition them for military life. In order to do this at least three things must be accomplished.

1). The recruits must be made *physically ready* for service. Whatever the assignment of the Navy man is, it may require greater physical exertion than he has ever been called upon to put forth. This requires *physical conditioning*. He must have stamina. He must have strong muscles. He must have good posture in order that the body may function properly. Strenuous physical conditioning in the drill hall, on the obstacle course, and in the open air are necessary to bring this about.

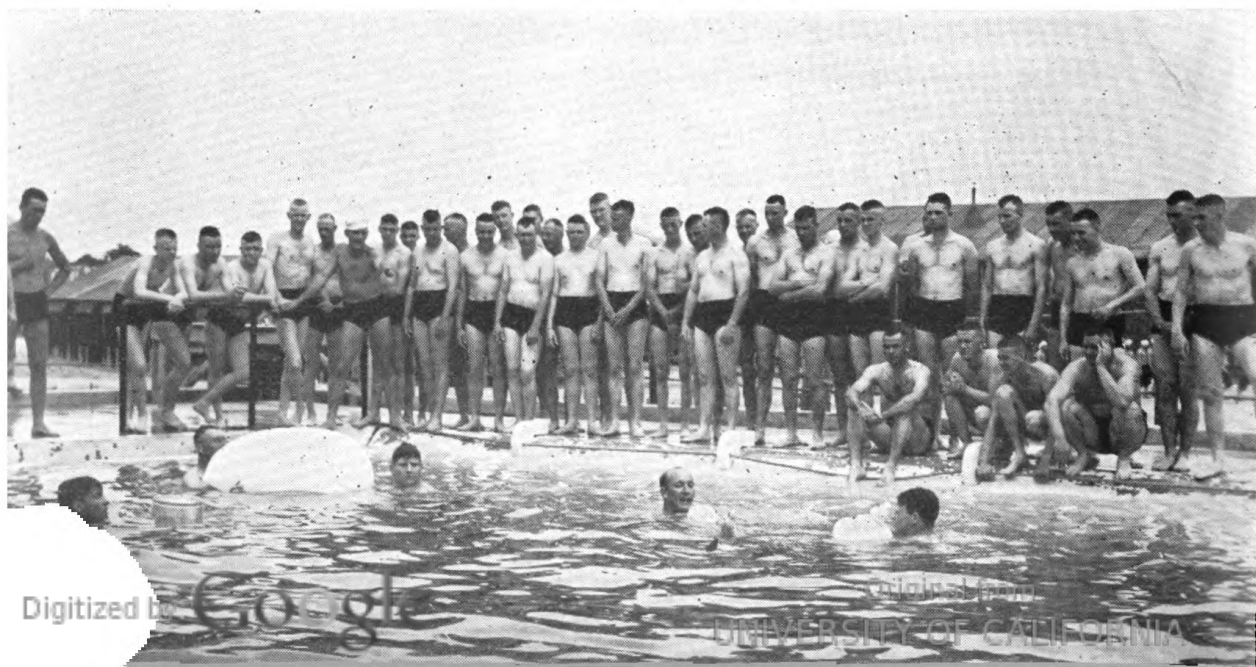


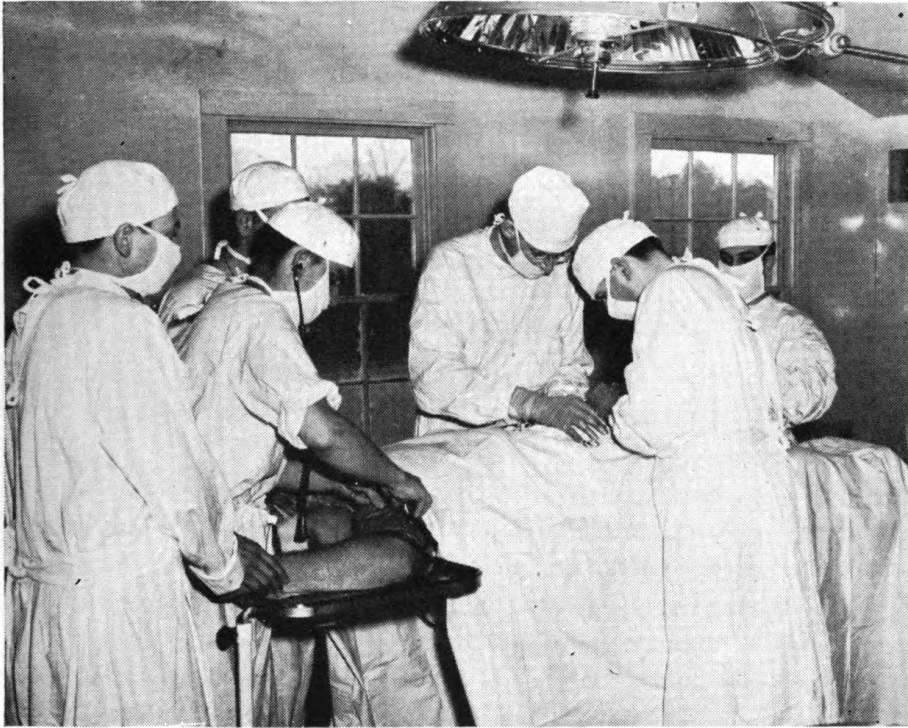
Physical readiness requires physical conditioning.

The Navy man must not only be physically strong to meet the requirements of his job. *Swimming* must be mastered by every recruit so that in the event of loss of ship he will have a possibility of saving his life, perhaps the lives of his shipmates.

Inoculations against disease constitute another part of becoming physically ready for service. We never know what part of the world may be the destination of the recruit when he leaves the training center.

The ability to swim.





Correction of physical defects.

He must be prepared to withstand any of the hardships that may come.

The Navy requires its men to be sound physically. Teeth must be in good condition. *Dental repair* is a part of every recruit training program. *Correcting minor physical defects* when that is possible, is also a part of getting the sailor in physical condition for the tasks ahead of him.

2). The recruits must be made *mentally ready* for service. One of the most difficult hurdles that must be made by the man who enters the military service is the one that is psychological or mental. The recruit must first learn the meaning of *military discipline*. Discipline—the ability to comply with orders and commands immediately and without question, is difficult to obtain. The American man who has been in business or in the professions, finds it difficult to take orders. The youth who is just out of school finds it equally disagreeable. Each must be taught the *reason* for discipline. If they know the “why” of military discipline, there should be less difficulty in developing the attitude and ability which is so necessary to the successful prosecution of any battle. After learning the “why,” sufficient disciplining should be practiced so that it becomes habitual.

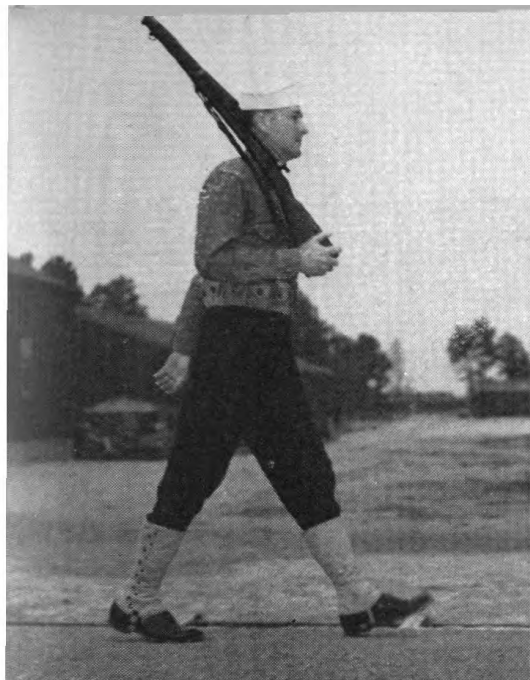
The next step in the mental indoctrination of the recruit is the development of a *sense of responsibility*. Some men have it when they enter the service, others have never taken any responsibility before. Yet all of them may have to assume responsibility for the lives of the crew, their own life, and a valuable ship. Within a month, a recruit may be standing a lookout watch at sea. Failure to assume his responsibility may mean a lost ship with possible loss of men. Recruits must be taught the fatal results of carelessness at sea and understand the importance of every job assigned them no matter how small that job may be. Every job is training for combat at sea. Every man aboard ship is responsible for something—if anyone fails in meeting his responsibility the results may be tragic.

An *attitude of cooperation* must be developed. There are no individualists in the Navy. Men work as a team. Cooperation is the basis of teamwork. Every member of the group must do his part. As a member of a team he is participating in a unified action. *Cooperation, teamwork, unity*—these are the things that every recruit must master.

In the Navy, men live in close quarters. Consequently, they must have the utmost *respect for the rights of others*. They can't act just as they want to because it would interfere with the welfare and the happiness of their shipmates. Respect for others is essential. Closely related to this is *respect for the property of others*. The Navy insists that each man have his own personal gear—borrowing and loaning are not tolerated.

The recruit must learn military discipline.



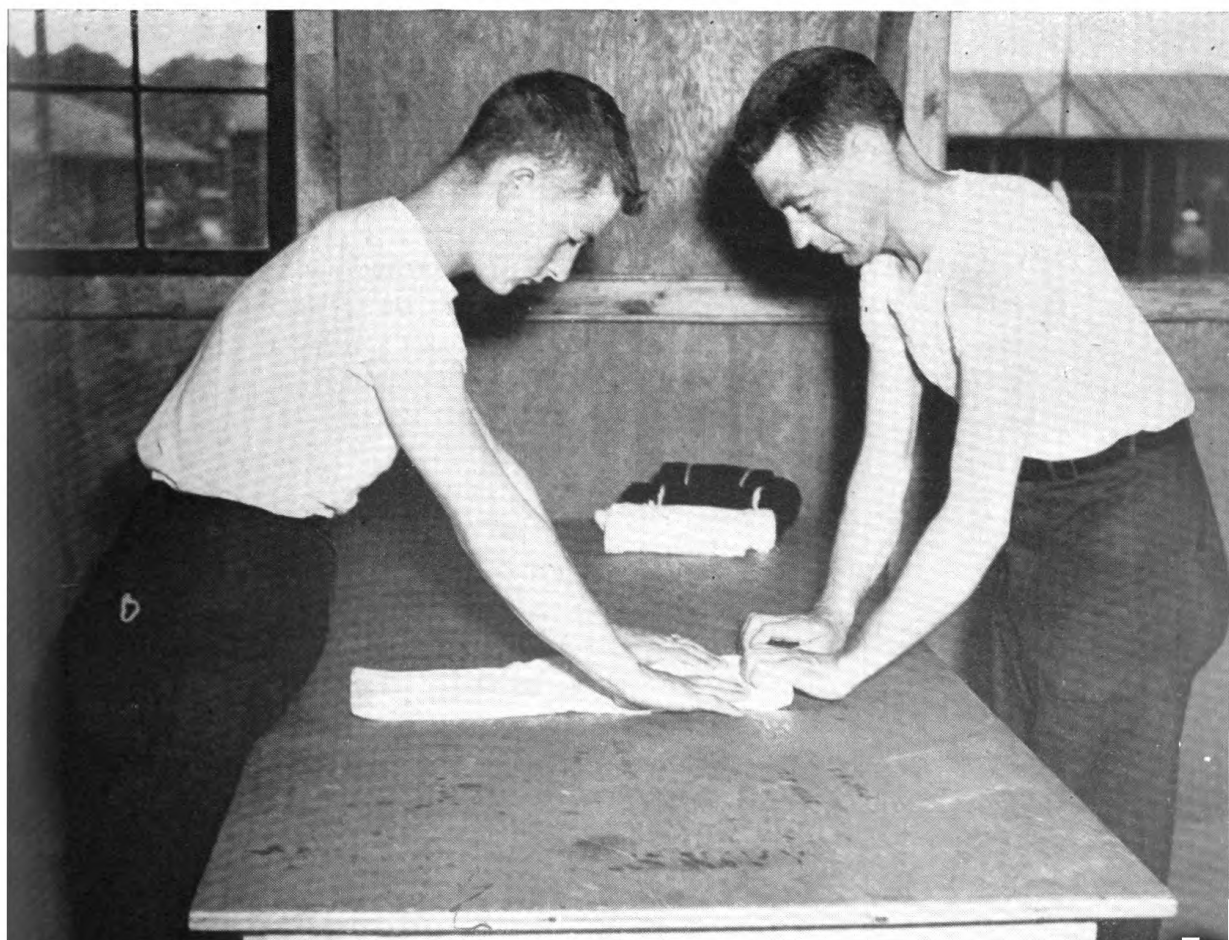


A sense of responsibility whatever the task.



Respect for others.

Cooperation and teamwork.





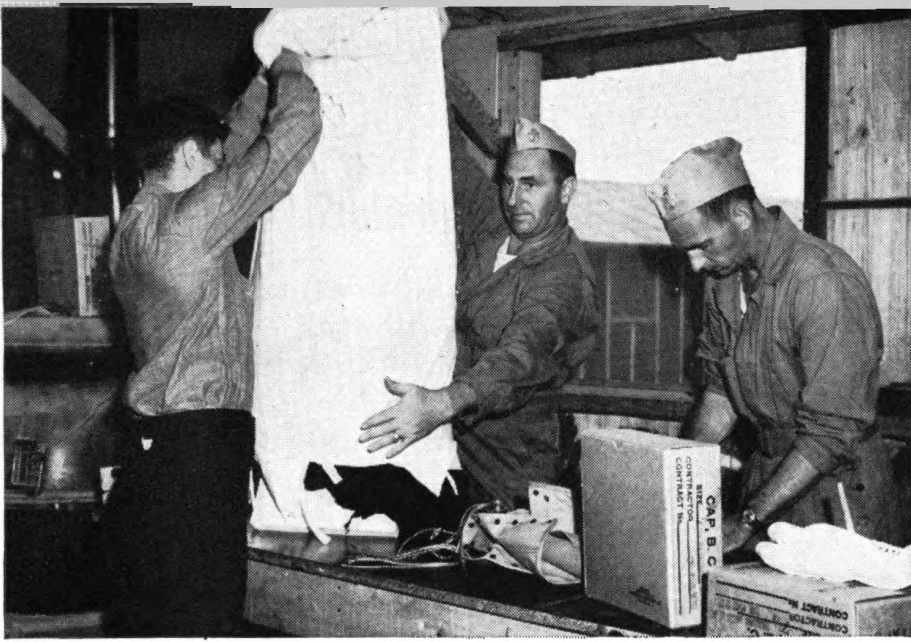
Military bearing results in efficiency and smartness.

The recruit must develop *military bearing* so that the team will not only function efficiently, but smartly. Pride in the group will develop as military bearing becomes more pronounced.

Finally, and perhaps most importantly, the conditioning of recruits must aim at developing a *FIGHTING ATTITUDE*. That doesn't mean anger, or hatred, or emotionalism. It means a calm, clear, understanding of the job to be done. It means the desire to get that job done—to hunt down the enemy and destroy him.

3). The recruit must be made *personally ready* for service. He must be issued clothing that is properly fitted. When the recruit enters the receiving unit he is given a basic outfit of clothing. Time must be provided to have this clothing fitted and to get additional small stores so that the recruit will be ready for any type of service.

The ability to *keep clean personally* is an essential. The Navy insists that all its men be scrupulous about keeping clean. Closely related to personal cleanliness is the *cleanliness and care of quarters and gear*.



Personal readiness—requires a complete outfit of clothing.

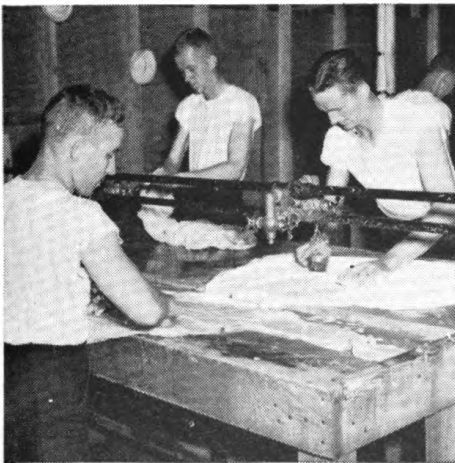
This is particularly important in Navy life because of the close quarters in which all men must live.

The recruit must be given an opportunity to take care of *insurance, allotments, bonds, wills, and other personal affairs*. He will be better able to concentrate on his job at sea when he knows his family and dependents are taken care of.

He must be fitted into the proper place in the Navy so that his experience and talents may be fully utilized. *Tests and selection interviews* must be provided together with necessary information on opportunities in the Navy.

Ability to keep clean.

An opportunity to make allotments, buy bonds, and arrange for insurance.



To Give Necessary Information

The second major objective is to teach the recruit the information and the performance that is immediately necessary. *Military drill* is one of the first things that must be taught. It enables a group to move in a rapid and orderly manner. It also teaches discipline and teamwork.

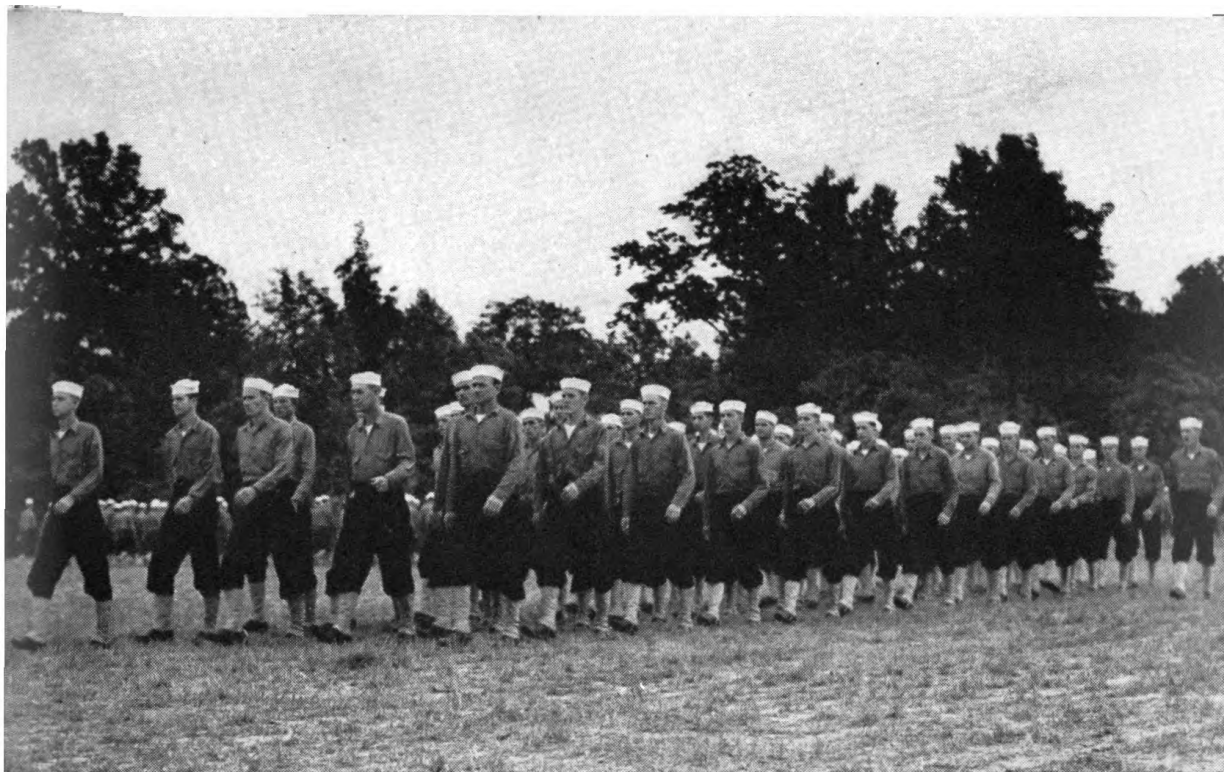
Information on the Navy *customs and courtesies*, on *terminology and organization*, must be presented simply and clearly to new Navy men. They must learn the language of their new job, the traditions of the service, and the accepted manners of conduct.

The recruits must also receive an *introduction to seamanship, to gunnery, and to first aid*. The amount of specific information and the abilities that are developed in each of these areas will depend upon the amount of time that is available for training. Minimum requirements include those fundamentals that all seamen must know when they go aboard their first ship or their first station.

THE MEANS

The curriculum for recruit training is an outline of the activities that may be scheduled as a means of arriving at the objectives. It covers such areas as General Information, Navy Discipline, First Aid and Personal Hygiene, Insurance, Clothing Requirements, Station Regulations, Security and Censorship, Navy Customs and Courtesies, Navy Organization, Recognition, Lookout Watches, Ship's Organization, Watches, The Daily Routine, General Drills, Gas Warfare Defense, Fire Fighting, Marlinespike Seamanship, Deck Tools, Fittings and Machinery, Steering and Sounding, Ground Tackle, Anchoring, Mooring and Docking, Rules of the Road, Telephone Talker, Visual Signal Systems, Small Boats, Physical Training, Drills, and Inspection.

In scheduling the activities, the time available, the physical plant, and other facilities will determine how extensively any one topic can be covered. Every effort should be made, in constructing the schedule, to group the work into a consistent pattern or block schedule. In this way seamanship activities would come at the same hour every day for a company. The same would be true of drill, of general information, of physical conditioning, and Navy organization. There is a definite advantage to the recruits as well as to the instructors if such a program is worked out—it eliminates confusion. Everyone knows where he is going at every hour.



Military drill is one of the first things to be taught.

The Recruit's Day should be carefully planned not only from a scheduling point of view but from the teaching point of view. Every minute should move the recruit closer to the objectives of the program. Even those activities which seem to be remote from the training of fighting men can be made to contribute directly to the program if properly used. For example, cleaning the barracks teaches the care of quarters and gear but it also can teach cooperation and teamwork. It can be used as an activity to develop a sense of responsibility.

HOW DO YOU TRAIN THEM?

Be an Instructor

Everyone has been an instructor at some time or other. You have instructed a friend on how to drive a car, or play a game, or how to fill out an income tax form. You may have told a stranger how to get to the post office. Probably most of your instructing has been to an individual, but now you are instructing groups—large groups. The job is more difficult. It is also more important—in fact it is probably the most important job you have ever done. Recognize that.

You will have more than a hundred men, all different, in your company. You will have to instruct them and do it rapidly. This requires that you become an effective instructor. First, you must want to instruct—you must want to be an instructor. Secondly, you must want to be a good instructor.

Develop the Traits of a Good Instructor

1. *Preparation* for each lesson is the first requirement of the good instructor. Decide on your goal for the lesson. What are you trying to accomplish? Then organize your material. Plan how you will get and maintain interest, how you will present the material, how you will clinch it, how you will know that the recruit knows.

Do more than prepare for each lesson. Learn the field. Get all the knowledge you can about the subject. Acquire for yourself all the skills that are needed. It will pay dividends to the Navy, to the recruits, and to you. There's a real thrill in instructing when you're prepared. Study! Practice! Plan!

2. *Personal characteristics* are the second requirement of the good instructor. That doesn't mean you have to be a glamour boy to be a good instructor. But you should possess or acquire certain personal



The instructors must learn the field.

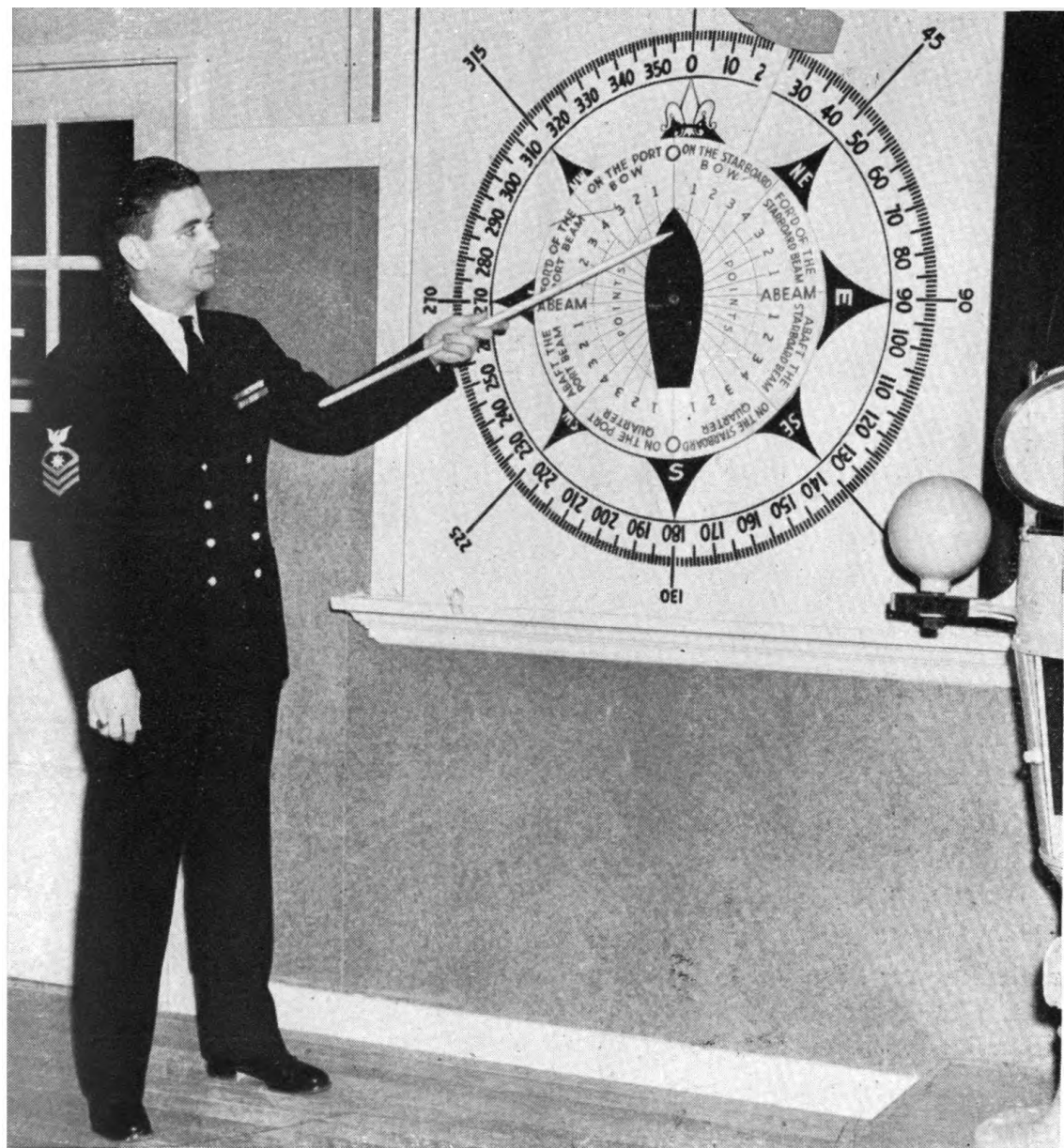
characteristics, or traits, or abilities that are usually associated with the good instructor.

Be friendly! You will find it much easier to handle recruits if they have a friendly attitude toward you. Your attitude toward them will determine in a large measure their attitude toward you.

Be courteous! Recruits are not merely an annoyance to be tolerated. They are men. Courtesy is necessary in every contact with people. But it is particularly important in the relationship between instructor and trainee.

Be fair! There is no room for favoritism. Give every man what he deserves. Be careful that the good salesman doesn't talk you into a special privilege. If you give it to one you'll have to give it to everyone—or you'll have a very unhappy crew.

Be enthusiastic! About your subject—about putting it across—about your job—about the Navy. Instruction is NOT salesmanship. But some of the characteristics of the good salesman will help the instructor. A salesman who is not enthusiastic about his product can't sell it. An instructor who is not enthusiastic about his subject can't be effective. Know the purpose—the usefulness of what you teach. Make the recruits understand it.



Develop the characteristics of a good Instructor.

Know your Trainees! Students in all types of schools are different. They are especially varied in Recruit Training Centers (See Chapt. I). Unless you know the differences you won't be able to fit your material to the group. Nor will you be able to help them with their personal problems. Devise some method of getting basic information on each recruit—name, age, home, family status, education, and civilian employment. You might have each recruit fill out a card or a mimeographed schedule. Get the information as soon as the company is formed. Study it!

Be direct! Talk to your class. Look them in the eye. You don't like to carry on a conversation with a person who never looks at you.



Be direct—Talk to your class!

Neither does a class like an instructor who looks continuously at the deck or at a bulkhead. There's another reason for establishing and maintaining "eye contact." It gives you—the instructor—a chance to know if you are holding the attention of the recruits.

Develop a Good Voice! You don't have to be a radio announcer to be an effective instructor. You do have to have a voice that can be heard and that is not annoying to the trainees. Anyone can improve his voice by conscious effort. Listen to your voice. Then try to relax your throat—and vary your pitch. Try to improve.

Be military! That means—be military in appearance and bearing. A good instructor is always careful about his appearance. A military man must be even more particular. Shave every morning. Keep your hair well trimmed and combed. Be sure that you are in the uniform of the day—that it is clean and pressed. Above all—be personally clean.

"Bearing" means the way you conduct yourself. The Navy instructor is dignified—but not aloof. He's friendly without being familiar. He observes the customs and courtesies of the service to the letter. He must be an *example* of what the Navy Man should be.

Instruct

There are two ways in which you will instruct recruits. First, you will work with them *directly* and in groups. Secondly, you will teach them continuously but *indirectly*.

Direct instruction is the type you ordinarily associate with a training program. When you meet a group in the classroom, in the barracks, or on the field, you are engaged in direct instruction. You also employ it when you work with individuals, correcting their mistakes or showing them how to perform some task.

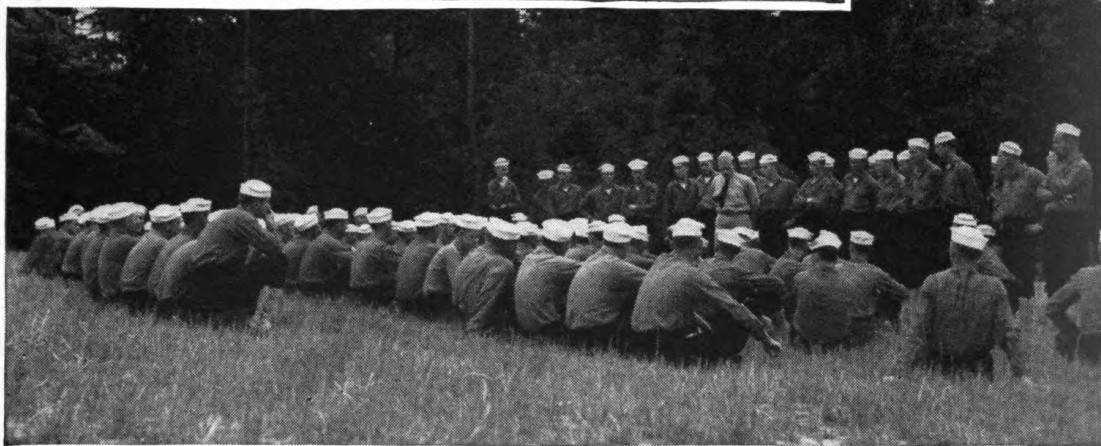
1). The *Lecture* is one of the most widely used methods in recruit training because of the large number of men in each company. It is not necessarily restricted to the classroom—it may be used in the barracks or on the drill field. The lecture *can be* an effective method of instruction or it may be very ineffectual. It depends on you. Don't get the idea that because you have large groups to deal with it is impossible to teach them all at once. Good lecturing can make it possible to teach several hundred at one time. That is the reason it is so frequently used in recruit training.

To give a good lecture:

- a). Prepare carefully. You can't give a lecture to a large group if you have in mind only a general idea of what you are going to talk about. Write a detailed outline. Provide for an introduction that will motivate and that will make clear what is to be discussed. Then arrange the material of your discussion in a logical order. Study it. Make it a part of you.
- b). Use specific language. In your preparation, plan to use concrete words—words that have meaning to the recruits.
- c). Use illustrations. If you have had experiences which will make a point clearer, use them—or tell the experiences of other persons. Make your lecture real.
- d). Keep the lecture short. When you are talking to a large group such as a full company in recruit training, and if physical conditions are something less than perfect, it is important that you hold down the length of the lecture. You can hold attention under these conditions for a comparatively short period of time. Get over your points within that time limit. Usually fifteen or twenty minutes is as long as you can hold the attention of such a group.



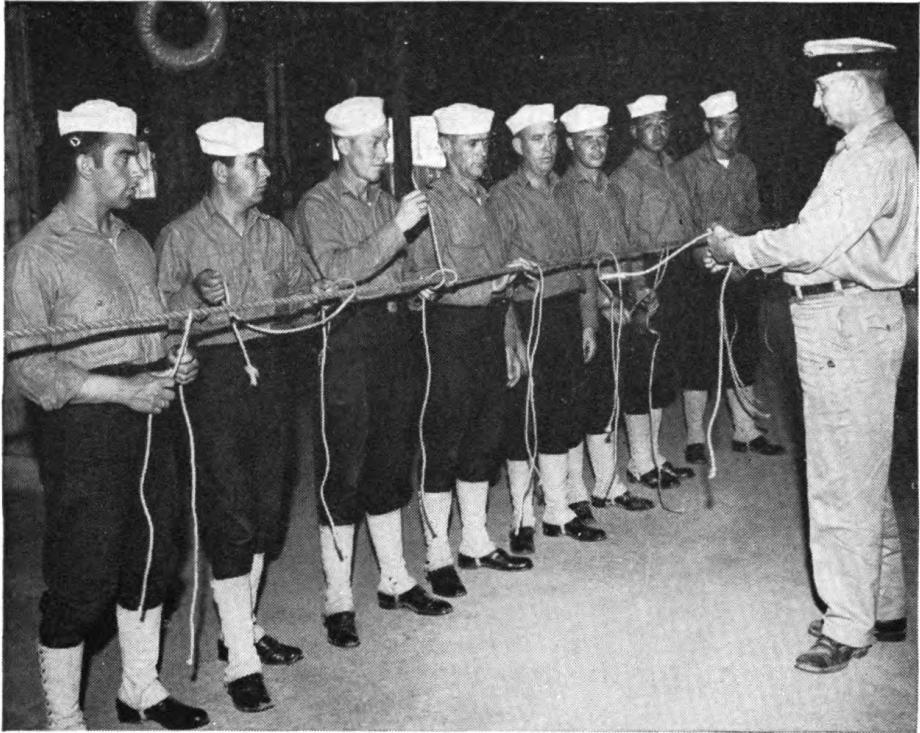
*This lecture
can be effective.*



—Not this one!

- e). Arrange for adequate physical conditions. If the instruction is held indoors make certain that you stand in a place where you can be seen and heard. Seat the recruits so that the light will not be shining in their eyes. Have them seated as comfortably as possible. Provide adequate ventilation.

If the lecture is given out of doors physical conditions must also be given consideration. Try to stand so that the direct light will not shine in the eyes of the men. Seat them, if possible, in the shade. Select a place for the lecture where there will be a minimum of noise and where there will be no distracting influences such as traffic, drilling, or other activities.



Have the Recruits DO what you talk about or show them.

- f). Use teaching aids whenever and wherever possible. If you use any aids it is important that they be visible to your entire group. If possible, place the aid in some location where the recruits may see it at close range after the lecture.
- g). Summarize the lecture. Give the recruits the main points of the lecture to fix such points clearly in their minds.
- h). Follow up the lecture by having the recruits *do* what you have talked about, or, if the material does not lend itself to that, test them on it.

Remember that the function of the lecture is to give information or to explain a procedure.

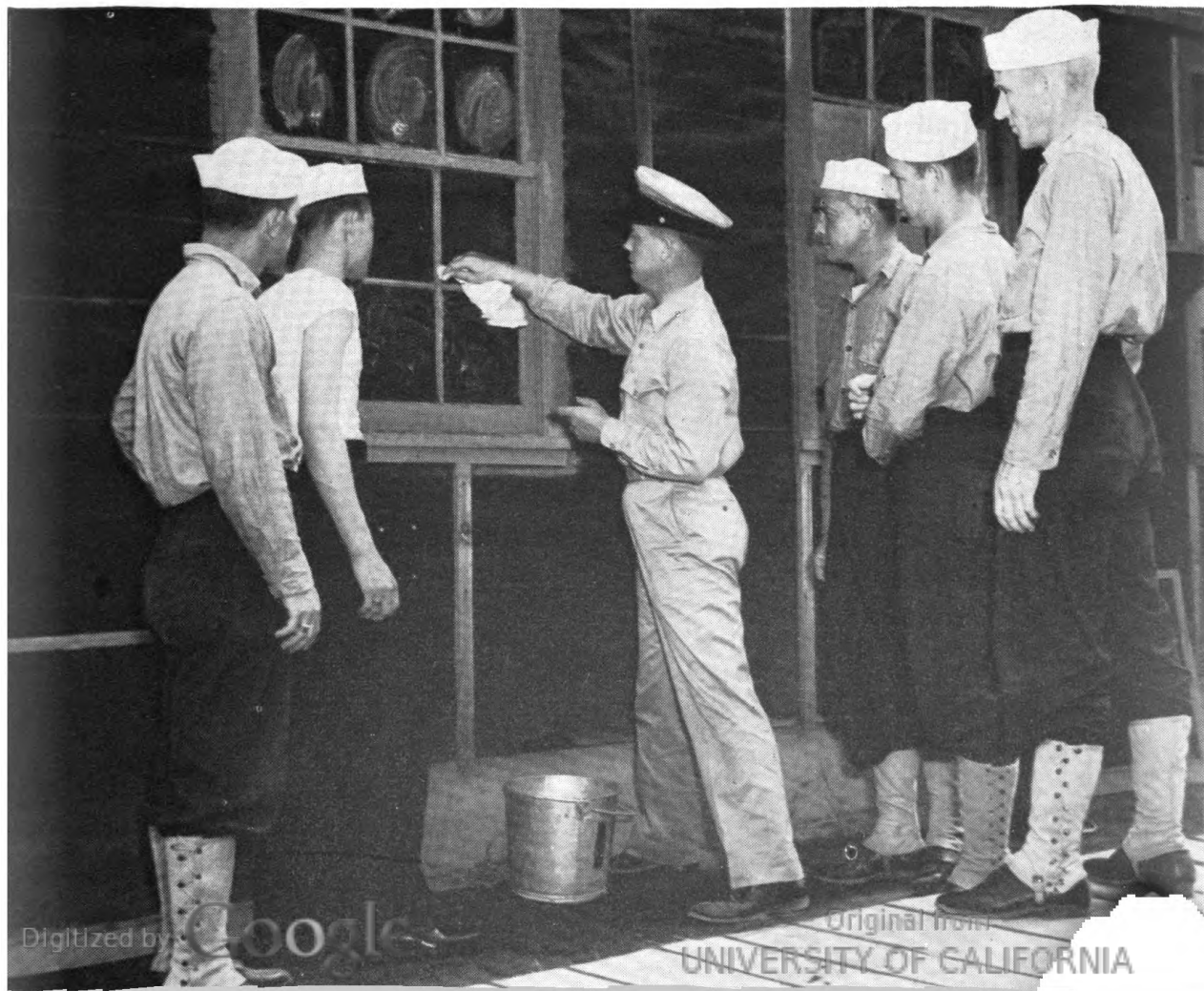
2). The *demonstration* is another method of direct instruction. Essentially, it *shows* how something is done or how something operates while the lecture tells how.

Demonstrations are especially effective when you want to instruct the recruits in those fields that require manipulations. For example, one of the best ways to show the recruit how to tie a square knot is to demonstrate each step in the tying of such a knot.

Unless demonstrations are good, they might better be omitted. Make yours good! To give a good demonstration:

- a). Arrange the physical setup so that the group can see and hear, can be reasonably comfortable, and will not be distracted. If the group is too large to see the demonstration, break it up into smaller groups. Make certain that everyone sees every step in the demonstration.
- b). Arrange to have all of your equipment on hand ahead of time. Never permit yourself to start a demonstration and then discover that you are missing some part of your equipment. It is embarrassing to you and it will break down the recruits' confidence in you.
- c). Plan every minute carefully. Begin by telling the recruits why this material is important. Then tell them what you are going to do and what is expected of them.

Make your demonstrations good.



- d). Demonstrate only one method at a time. The use of alternative methods is confusing to the beginner.
- e). Explain each step while you perform it. Talk to the recruits directly while you are carrying on the demonstration.
- f). Keep the observers in such a position that they can see all the time. If the recruits are standing, there is a tendency for them to crowd close to the demonstration or to move around. Be continuously alert to the importance of maintaining them in a position where all can see.
- g). Eliminate all unnecessary information. In a demonstration you are trying to show a specific procedure or you are trying to show how something operates. Save the background material, if it is necessary, for a lecture or for the recruit's self-study.
- h). Check your language for technical terms. If you are using technical terms for the first time in a demonstration explain them clearly. Use them over and over during the demonstration so that the recruit will come to know them.
- i). Be sure that each trainee gets the point of the demonstration. The only way that you can tell this is to find out if he can do what you have just done.

Indirect instruction is the informal continuous type of training which develops the characteristics and habits of the Navy man, and which aims at the intangibles that cannot be given in the more formal direct instruction. The instructor in recruit training is with his men from reveille to taps. For a large part of each day he is engaged in the indirect type of instruction. Some of the methods are:

1. Personal conferences with individuals who are having difficulties. These may involve personal problems of men, weaknesses you observe, or subjects you will want to talk about privately. When time permits, the personal conference is one of the most effective methods of helping and training men.
2. Public acknowledgment of good performance and good work. It's an incentive to the others as well as a source of satisfaction to the ones commended.
3. Private reprimands when necessary. Call the recruit aside for the reprimand. You will then be able to accomplish your objective without developing resentment in the man.



Divide into smaller groups for demonstrations.

Leadership is the most important quality.



4. Leadership. The most important single force in the training of recruits is the leadership of the company officer—your leadership. Every instructor is a leader—either good or poor. The qualities of a good instructor are similar to those of a leader. Because of the importance of leadership in the military life, the requirements of leadership may be summarized as follows:

- a). Know yourself! What are your strong points? Use them as much as possible. What are your weaknesses? Improve yourself along these lines, or plan your program so that your weaknesses will not interfere with success. Be honest in judging yourself! Try to improve!
- b). Know your job! Recruit Training cannot be mastered in a few days or weeks. It requires continuous study and conferences. The Bluejacket's Manual is the source of your information. Navy traditions, Navy spirit, Navy men are the sources of your attitudes. The needs of the fleet are the source of your objectives. Yours is a *full time* job. Live it!
- c). Know Your Men! Recruits are fundamentally alike. They have similar feelings and ambition. They look to you for leadership. On the other hand, because they are individuals they are all different. Learn to study your men. Then, plan how best to lead them, keeping their particular characteristics in mind.

Although these things are basic to leadership, doing them will not make you a leader. There are other characteristics of leadership you must also develop:

- a). Decisiveness
- b). Force and aggressiveness
- c). Tact
- d). Energy
- e). Loyalty to those above you and below you
- f). Initiative and enthusiasm
- g). Human attitude toward the men.

Practice being a leader. Make your men want to follow you because you represent to them the ideal of what a Navy Man should be.

Provide for Practice

Recruits are judged by how they conduct themselves and by how they do the tasks assigned them on their first ship. *Telling* them and *showing* them how to conduct themselves and how to do things is not sufficient to produce the desired results. Have them *practice*. Recruits learn by doing!

1. Provide regular periods for practical work. Cleaning the barracks, washing and stowing clothes, standing watches, drilling, tying knots, heaving lines, pulling boats—these are some of the things that should be practiced.

2. Supervise the practical work. Pick out recruits who have demonstrated they can do the work well and assign them as coaches to help the others. It will develop leadership and teamwork while it instructs the men who are having difficulty.

3. Require proper conduct at all times. Practice in Navy conduct and bearing can not be limited to certain periods. Never let down on it. Habits must be formed that will carry through the entire term of service. Careless salutes, sloppy dress, and slouchy posture result from poorly formed habits and an improper attitude. Attitudes and habits are developed in recruit training. Be sure that the recruits under your supervision get the right ones!

Practice! DO the job—don't just talk about it.



Evaluate

No training program is complete unless a means is provided for evaluating it to see if the objectives are being met. Have the recruits learned the things you have tried to teach them? Do they react properly to any situation in which you place them? Do they have a military bearing? Do they execute commands immediately and cheerfully?

Three methods of evaluation are suggested to aid company officers: first, a questionnaire for officers to use in evaluating themselves; second, a check-off chart for use in recording the progress of the recruits through the topics for which the company officers are responsible; and third, a rating scale for the evaluation of the qualifications of each recruit. Written objective and performance tests, and inspections should be used regularly in measuring the progress of the recruit, in grading him on the rating scale, and in evaluating the success of the program. These methods are given as helpful suggestions and are not advanced as being the only methods of evaluation.

1. *Self Evaluation Questionnaire*

You are interested in improving the training program. You are interested in improving yourself. Since you play a key part in the recruit training program, your self-improvement is vital to its continued success. Furthermore it is essential to the success of your career both in the Navy or in civilian life after the war. The following questionnaire is a self-inventory by which you can check your improvement. Read these questions carefully. They are suggestions. Think of others which you consider important. Then answer each one truthfully to yourself. Do this periodically. You may wish to write your answers down so you can record your progress at regular intervals.

SELF EVALUATION QUESTIONS FOR COMPANY OFFICERS

If you can answer these questions satisfactorily to yourself, you may be sure you are doing an excellent job.

I. Personal Appearance

1. Am I well groomed?
2. Do I keep my hair cut neatly, and combed?
3. Am I clean shaven at all times?
4. Am I clean?
5. Are my clothes clean and neatly pressed?
6. Do I keep my shoes shined?

II. Teaching Ability.

1. Do I choose good locations for group instruction and demonstration?
2. Am I attentive to the comfort of my men—heat, light, ventilation, and disturbances?
3. Do I plan my instructional periods carefully?

4. Do I get and maintain the interest of the men when giving group instruction or demonstrations?
5. Do the periods of instruction move smoothly?
6. Do I stimulate "to the point" discussions?
7. Do I summarize at the end of every instruction period?
8. Do I provide a means for testing the results of my instruction?
9. Do the recruits learn what I try to teach them?
10. Can the recruits do what I try to teach them?

III. Personal Traits.

1. Do I set a good example?
2. Do I carry myself with a military bearing?
3. Do I execute salutes properly and with smartness?
4. Do I observe the rules of military courtesy?
5. Am I loyal to my superiors?
6. Do I cooperate willingly with my fellow company officers?
7. Do I maintain a cheerful and enthusiastic attitude?
8. Am I fair in my handling of disciplinary problems?
9. Do I keep the welfare of the men in mind?
10. Do I have the respect and confidence of my men?
11. Do I use all the opportunities for informal instruction?
12. Do I study the men and try to correct individual mistakes?
13. Do I help individuals who are in trouble?
14. Do I state orders in specific language?
15. Do I talk loudly enough and clearly enough for all to understand?
16. Am I free from characteristics which might be obnoxious, such as bad breath, body odor?
17. Do I continually study myself to find ways of improving?

2. *Recruit Training Check-off Chart.*

A check-off chart is a device which, if properly used, shows at any time the topics that have been taught, the practice that has been given, and the areas that remain to be covered. The chart should be prepared for each company and should be posted in a conspicuous place.

Across the top of the chart indicate the weeks of instruction. Down the left-hand side list the topics which you—the company officer—are responsible for. Each time you cover a topic by an informal talk to the group, by a planned lecture, or by demonstration, place a check mark in the proper space. This may be done immediately after the instruction is given or at any convenient time during the same day. By the end of the training period many topics should have been checked a number of times.

A sample of a portion of a check-off chart is shown below. After making an analysis of your responsibilities at your center, prepare a chart to be your guide. Make it as detailed as you think is desirable.

Recruit Training Check-Off Chart

Topic	Company No. and Date								
	1st week	2d week	3d week	4th week	5th week	6th week	7th week	8th week	etc.
Navy Discipline:									
Orders and Commands									
Navy Law									
Misconduct									
Neglect of Duty									
Violations									
Redress of Wrongs									
Trials and Punishments									
Authority of Petty Officers									
Authority of Shore Patrol									
Navy Organization:									
Commander-in-Chief									
Secretary of the Navy									
Chief of Naval Operations									
The Bureaus									
Fleet Commanders									
Rank of Officers									
Lookout Watches:									
Responsibility of Lookout:									
Nature of Lookouts' duties									
Making reports									
Relative Bearings									
Night Lookouts									
Your eyes at night									
Getting ready for night look- out duty									
Using your night eyes									
Anchoring, Mooring, and Docking:									
Anchoring									
Windlass									
Letting go									
Weighing Anchor									
Stowage of Chain									
Securing									
Mooring									
Flying Moor									
Foul Hawse									
Infantry Drill:									
Attention									
Dresses									
Facings									
Rests									
Salutes									
Column Movements									
Flank Movements									
Steps (right step, etc.)									
Manual of Arms									
Ships Organization:									
Reporting Aboard Ship									
General Layout of ship									
Divisions aboard ship									

Topic	Company No. and Date								
	1st week	2d week	3d week	4th week	5th week	6th week	7th week	8th week	etc.
Watches:									
Watch, Quarter, and Station Bill									
Condition watches									
Duties of the engineering division									
Duties of the deck divisions									
Special Sea Detail									
Regular Sea Detail									
Helmsman									
Engine-order telegraph									
Messengers									
Sentries									
Orderlies									
Life-buoy lookout									
Anchor watch									
Speed cone watch									
Night-speed-indicator watch									
Flag-speed-indicator watch									
Fog-whistle and fog-bell watch									
Signal watches									
Breakdown and man-over-board signal watches									
Side boys									
How to relieve a watch									
The Daily Routine									
Routine in port									
Routine at sea									
Other Topics:									

3. Rate Each Recruit on a Recruit Rating Scale.

The items on this scale describe the desirable characteristics of the recruit. Such a scale, first, might be enlarged, illustrated, and placed in the barracks to remind the recruits of the goals they are attempting to reach. Second, it might serve as a device for grading the achievements of recruits. A fair and honest grading of each recruit would enable company officers and instructors to measure the effectiveness of their instruction. Third, it could be used as a device to motivate recruits through the encouragement of competition.

Seven items are suggested for this scale. These appear to cover the major objectives set forth for recruit training.

Recruit Rating Scale

1. CLEANLINESS AND APPEARANCE of Person and Barracks:

Is the recruit always clean and neatly dressed? Is his hair trimmed and combed? Is he well shaved? Does he have a military bearing? Are his locker and gear clean and in perfect order? Does he contribute to the cleanliness of the barracks?

Excellent	Good	Fair	Poor	
4.0	3.5	3.0	2.5	2.0

2. MILITARY COURTESY:

Does the recruit salute smartly and carefully at all required times? Does he use "sir" habitually when talking to an officer? Is he cheerful in taking orders and carrying out his duties? Does he conduct himself as a gentleman at all times?

Excellent	Good	Fair	Poor	
4.0	3.5	3.0	2.5	2.0

3. COOPERATION AND TEAMWORK:

Does the recruit always participate in group activities? Does he help others without being ordered to do so? Does he do more than his share in working in a group? Does he know how to work with others? Does he subordinate his own wishes to the welfare of the group? Is he loyal to his shipmates and superiors?

Excellent	Good	Fair	Poor	
4.0	3.5	3.0	2.5	2.0

4. HONESTY:

Is the recruit always truthful? Does he respect the rights and property of others? Can he be counted on to do the honest thing?

Excellent	Good	Fair	Poor	
4.0	3.5	3.0	2.5	2.0

5. RESPONSIBILITY:

Does the recruit always carry out orders with precision and despatch? Is he answerable for all assignments? Does he perform every task without being checked on? Can he be relied upon?

Excellent	Good	Fair	Poor	
4.0	3.5	3.0	2.5	2.0

6. INITIATIVE:

Does the recruit observe things to be done and do them without being told to do so? Is he a self-starter?

Excellent	Good	Fair	Poor	
4.0	3.5	3.0	2.5	2.0

7. KNOWLEDGE AND PERFORMANCE:

Does the recruit give evidence of possessing complete information on the subjects covered? Has he acquired all the skills taught? Can he do most of the required tasks?

Excellent	Good	Fair	Poor	
4.0	3.5	3.0	2.5	2.0
<hr/>				

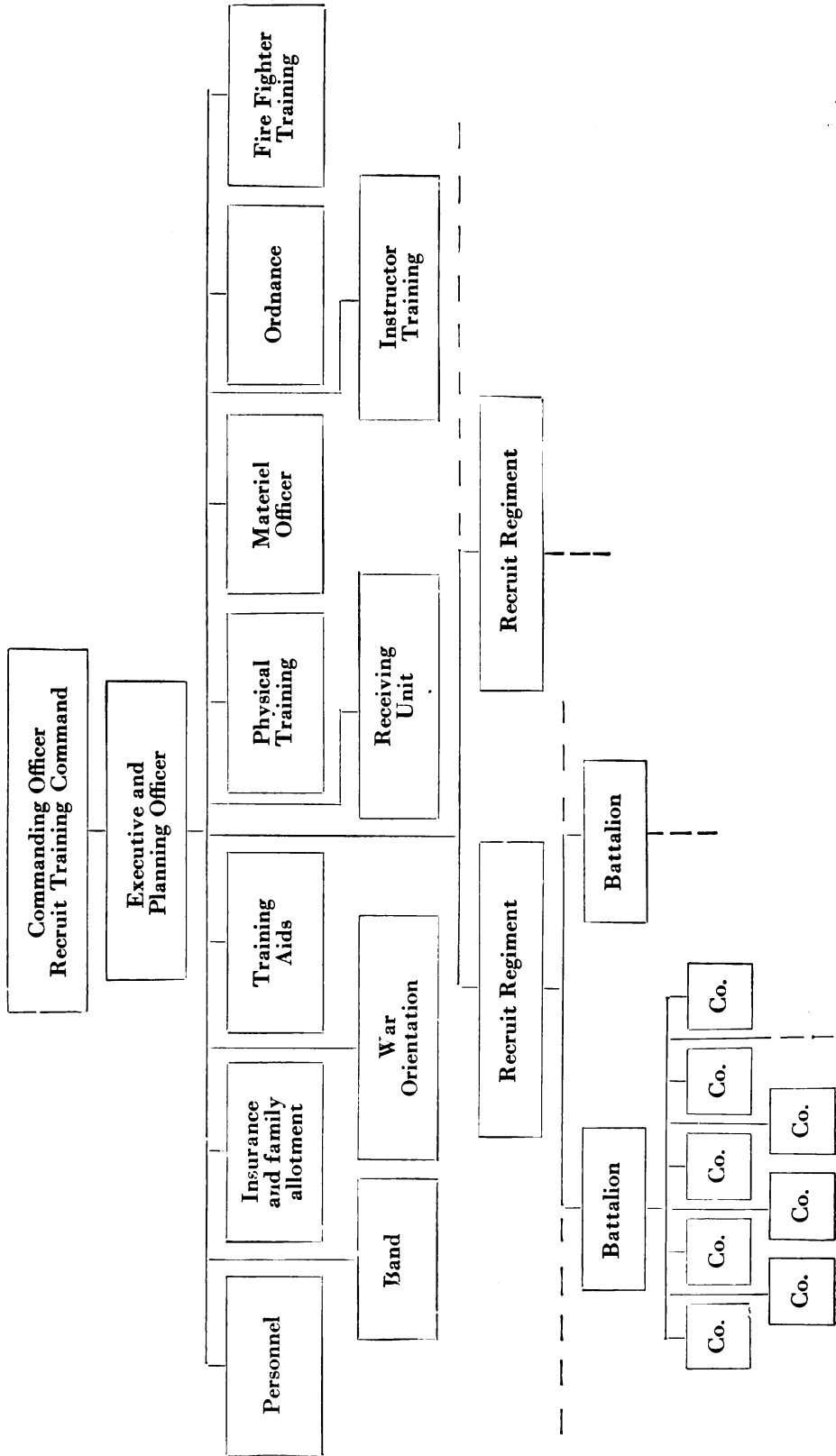
Adapt to Local Conditions

The preceding pages have outlined the fundamentals and the methods of recruit training. The application of these will vary in each of the recruit training centers because of local conditions and local facilities. Essentially, recruit training follows certain standard patterns because all seamen who have completed the recruit training are expected to be Navy men possessing certain necessary information.

You, as a company officer, must become familiar with the local requirements of recruit training in the center to which you are assigned. You should obtain a complete file of recruit training standing orders covering the details of administration and the procedures to be followed. Follow them carefully so that recruit training may be uniform throughout the center.

Some centers provide company commanders with mimeographed or printed notebooks outlining standard procedures. Some provide recruits with training manuals. Learn the battalion and regimental organization of your center. Become an integral part of it. Follow channels; be alert to improvements; be effective instructors to Navy men.

SAMPLE ORGANIZATION CHART



☆ U. S. Government Printing Office: 1944—596244

